MAY 13 1926

Journal of EDUCATION

BOSTON, MASS.
Vol. CIII, No. 18

May 6, 1926

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

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Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

Looking Ahead

"A GENERATION ago there were a thousand men to every opportunity, while today there are a thousand opportunities to every man."

This marvelous statement is from "Looking Ahead with Henry Ford in Collaboration with Samuel Crowther," published by Doubleday, Page & Company.

We think this is the most remarkable book of the times. It is a book which should be read by every teacher, every young man and woman.

Here is another paragraph from the book: "There are always two kinds of people in the world—those who pioneer and those who plod. The plodders always attack the pioneers. They say that the pioneers have gobbled up all the opportunity, when, as a plain matter of fact, the plodders would have nowhere to plod had not the pioneers first cleared the way."

Here is another sentence: "For a long time the philosophers and the social workers and the idealists were able to wrap the world up in convenient packages of dogma."

Here is another: "Those who get headaches are trying to hold the world back."

Teachers, principals, supervisors, superintendents, boards of education, makers of school books, makers of school equipment, should all be Looking Forward and not backward.

The schools should produce pioneers, and not plodders. They should produce young men and young woman to use opportunities instead of stumbling over them.

Teachers should thank the Lord reverently for the opportunities to teach children as no children could be taught thirty years ago.

Inspire boys and girls to hunger for opportunities to pioneer in something.

Look ahead, look farther ahead tomorrow

than today. Look farther ahead day after tomorrow than tomorrow. Keeping Looking Ahead in a geometrical ratio.

Benjamin H. Sanborn

ON April 4 in his winter home in Southern Pines, North Carolina, Benjamin H. Sanborn died suddenly. He had genuinely enjoyed life in good health since he retired from active business as president and manager of the Benjamin H. Sanborn Publishing Company. He had three attractive homes: The Southern Pines was his winter comfort; his Vermont home was for summer relaxation, and he was in Wellesley, Massachusetts, in spring and autumn. He had community interests in each of the neighborhoods in which he had rendered important service for many years.

Mr. Sanborn always made the most of life. In the years of greatest business activities when carrying the heaviest business responsibilities he was one of the leading citizens of Wellesley, was prominent in Boston's public affairs, a leader in the Congregational denomination, and had other religious and philanthropic responsibilities.

It was nearly sixty years ago that we first knew Mr. Sanborn as the youngest member of one of the leading publishing houses in New York and Boston. It was not long before he was recognized as a wise, progressive, successful manager in the schoolbook publishing field. He assembled in his business men who never failed to meet his expectation.

No other publisher had quite the same experience as did Mr. Sanborn. The business of which he became a partner was created by men of vision, but they failed to keep in the game progressively, and Mr. Sanborn recreated it. Later when he chose to think of himself as ready to retire and turn over his responsibility he had associates who are continuing the business with ever increasing success.

Of the men whom we knew intimately in the publishing business nearly sixty years ago only two are alive today, and one of these has retired from business activity.

Benjamin H. Sanborn was one of our most intimate friends in the publishing business nearly sixty years ago, and our friendship never slumbered.

Shawkey to High School Seniors

THIS selection from a letter which President M. P. Shawkey of Marshall College, Huntington, West Virginia, sent to every high school senior of his state in early April is highly significant:—

"After all it appears to be a mistake that college men don't get on in business. The Harvard Bulletin announced last month that 454 alumni reporting had an average income of $357 per week. That makes $18,564 per year.

"More and more business is handled on a scientific basis. Consequently the college trained man is more and more taking the lead in business.

"That's not the only reason high school graduates should be thinking of college. A man inherits only half of himself. The other half he acquires through education. The fellows who go on with the half they inherited without developing the other half are one-sided, out of balance, and likely to steer into the ditch any time. If I am not telling you the truth, rise up and nail the falsehood. It's a red light. If you run by it, you do so at your own peril.

"The state of West Virginia has made provision to give every boy or girl within her borders a good college education. She wants her people to be the equal of those of any other state."

The Great Crusader

IDE SARGEANT of Paterson, New Jersey, president of the Department of Elementary School Principals, is the great crusader of the times. After the Washington meeting he arranged for Mrs. Jessie M. Fink of Grand Rapids, president of the Department last year, to speak at Poughkeepsie, Schenectady, and Syracuse; for Mr. Longshore of Kansas City, president of the Department in 1924, to speak at Rochester, Buffalo, and Detroit; for Arthur S. Gist of Seattle to speak in Chicago, Minneapolis, and Spokane.

There are to be special speakers on the Elementary School Principals Department at practically all state meetings, and at a vast number of county and city meetings.

The elementary school principals are united on all questions and work in perfect harmony.

Glenn Frank, Syndicalist

WE have no means of knowing how efficient Glenn Frank is as president of the University of Wisconsin, for success there has no appreciable relation to his philosophical wisdom, literary genius, civic masterfulness, or human sympathy, but depends upon the state of mind of a professional complex of a faculty composed of conventionalists and individualists of various ages and stages of development, and upon his skill in manipulating a legislature with more strains of civic breeds than any other state possesses.

We are not foolhardy enough to venture even a Yankee guess on what will happen to him or to the University that men like Babcock and Ely have made internationally famous, but we are entirely sure that Glenn Frank's syndicated pen is doing more for the poise of Americans, for the promotion of faith, hope and charity than any other writer of today with probably one exception.

The School Boy

Fifth of a Series of Editorials Dealing With Character Development

By A. E. WINSHIP

WHEN a child goes to school he enters an entirely new cycle. He goes into a new world and is a new creation.

His eyes and ears are different. He sees and hears new things in a new way. He gets thought waves from new vocabularies, from words that he sees as well as from words that he hears.

There is a new sense of authority. He does things that he is told to do, as he is told to do them, when he is told to do them.

In the first three school years he learns to creep mentally in a new world, to walk and run, to smile and to laugh in new ways.

It is not that he knows more, but that he learns how to learn more.

It is not that he is learning in school but that he learns how to learn out of school.

It is entirely clear that the babe at the completion of its cycle of development should know how to run, should instinctively and impulsively run with no thought that he can tumble down; that he can talk with no anxiety about being understood; that he will laugh heartily.

The fact that he has these attainments is proof that he had learned to creep of himself, and had stopped creeping, had shed that method of locomotion; that he had talked gibberish and baby talk, and that he had shed these processes in developing the art of talking.

After three years in school there are certain definite attainments, as definite as the achievement of a sense of responsibility at the end of the second three years, the childhood years.

He should be one hundred per cent. skilful in reading anything within his range, in learning how to read anything that is new to him that is adapted to his maturity and experience.

He should be one hundred per cent. efficient in the accurate use of numbers so far as he is likely to have use for numbers. He should be one hundred per cent. skilful in effective expression with voice and pen. He should know how to approach any problems that are likely to arise in his experience.

In brief he should go into the second three years, the elementary school years, having learned how to learn what he will have occasion to learn.

Fortunate beyond expression are boys and girls who have had kindergarten experience. The day is not distant when the kindergarten will be universal. It is related to school as the blossoms are to the fruit. The kindergarten is the approach to the primary school as the dawn is to the day. It simply does scientifically and artistically that which makes it vastly easier for a child of six to enter the primary school to advantage.

The characteristics of the primary school are the experience of staying indoors and getting assigned lessons. There are various plans, schemes and devices by different names, but the "objective" in all cases is to get the child's mind in action for a specific purpose, which is always the same—learning to learn.

No other teacher is as important as the teacher of boys and girls the first three years in school. These are the years in which the child must be taught how to learn how to learn.

The child cannot learn to read unless he is helped, but after he has been taught to read he can learn almost anything.

In these three years all children need to learn how to learn the same things in practically the same way.

Individual differences do not excuse any child of nine years of age in school for not knowing how to read, write, and spell; for not knowing number and how to use number; for not knowing the essentials of everything that will be indispensable when he needs to know how to learn in later school life.

In the second three school years, and even after, there are things in the course of study that a boy can go over lightly because he is a genius in music, in art, or in manual skill, but no child is such a genius from six to eight that he does not need to know how to read, how to know how to learn the A B C of all knowledge.

Many schools now differentiate, and a teacher only needs to be skilful in teaching one subject or branch of subjects, but a primary school teacher must teach children to learn how to learn along all essential lines.

Specialists are valuable for special subjects after boys and girls know how to learn everything of general importance.

Eye specialists, ear specialists, throat specialists are indispensable in a critical case in their

line, but a general practitioner is a thousand times more important to a family than any specialist can be. A general practitioner knows when a specialist is indispensable.

When one baby has the colic at midnight and another one has the croup a general practitioner may be of great service, while an eye specialist would be useless.

The teacher of the primary school is the general practitioner, and her mission is to look after the general educational health of every child, and she knows when attention by a dietitian or other specialist is needed.

She knows what child should specialize in music, in art, in manual skill by nine years of age.

The first three years in school are to the child's consciousness of learning to learn what the first three years of life were to his consciousness of his ability to do all sorts of things physically. Just as the mother could not help him to creep or talk baby talk, so there are features of his learning to learn that must be left to himself absolutely.

The art of teaching children of the first three grades is in no important sense a matter of subject method. It is largely a matter of genuine sympathy and infinite patience.

The "degree" that the Normal School and State Teachers College should give a graduate who is to teach in the first three grades is a temperamental "degree" that guarantees that children from six to nine will not irritate her. Children will reveal to such a teacher what they have learned. A child's tone and inflection will tell when he has learned to read the paragraphs of a lesson, as definitely as his smile or "coo-coo" told his mother of his satisfaction with some achievement of babyhood.

I heard a class of negro youth in the Wendell Phillips Junior High School in Chicago recite a Spanish selection, and they revealed their appreciation of the sentiment by their inflection as definitely as they could have done in reciting an English selection.

Before he had seen a primer, one of my grandsons said to his father as we were riding: "Detour, daddy, detour." He would not have known C-A-T had he seen it, but he knew detour because it meant something to him. The modern school readers aim to be of interest to the children of the first three years.

Making school readers with material that educational scientists want the children to be interested in, has had its day. School readers for the first three grades are for children to read in learning to read, and there must be a genuine desire of the children to read and reread because they enjoy it. Nothing provides for the morale of children from six to nine quite so wisely as three years of school in which they learn how to learn, in school and out, the various things they want to know.

The only way to learn to use tools is to use them, and children of six, seven, and eight years of age will relish any lessons that they want to use in learning to learn.

School life in the first three years should be study, not work nor play. This is not a side thrust at the platoon school, nor at its characterization as a Work Study Play school above the first three school years.

In the first three school years the study period is much more important than the recitation period, and it should be as interesting as playing, but there should be no branching off on "projects" but "detours" to get around some imperfection to the better highway beyond the imperfect traditional route.

Now there are plans for learning to read, for learning number, for learning to write and spell that are as fascinating for little people as playing marbles or jumping rope, and no subject method is likely to have staying qualities that children will not use in the "study period" with as keen a relish as they will play.

The ends attained and the ability achieved when boys and girls go to the elementary grades, fourth, fifth, and sixth, must be such as to make the skilful use of ability to learn as natural as to go hunting and fishing, or to relish self-denial in practice for a basketball contest.

There would be no automobile, no flying machine, but for the invention or discovery of the spark plug, and the spark plug will achieve nothing by plunging it in gasoline or in air. Its only mission is to get gasoline and air in action, and that is impossible unless they are confined in a cylinder and are pressed together, squeeze each other until both are uncomfortable, then let the electric life of the tiny electrode touch them off, and the explosion, the effort to get apart, plunges the piston onward and outward, forward and backward, and the wheels go round or other machinery starts.

A school signifies nothing without the thrill and the throb of the live electrode which the right teachers in the right school provide. The pupils must bring the abundant air of the common life with them to school. The books, the paper and pencil, the blackboard, the charts and other material are the school gasoline, and the teachers must provide the electric spark that arouses the little people to think real life through school life. What children know out of school is is indispensable as common air is to gasoline in the cylinder. The child's interest is the electrode and the teacher is the electric spark that makes the electrode start the action of the gasoline and the air.

Motivation of Teachers—I

By MARY ELIZABETH O'CONNOR

Taunton, Mass.

ON considering the motivation of teachers one might at first glance say that teachers come to us full grown with ideals, attitudes and habits fixed, and to make them over is almost a helpless task; that the place to motivate teachers is in the high school, and normal school or teachers' college, before wrong impressions on teaching are made and wrong habits are started. That is the ideal place to start, but we have thousands of teachers in service, and as one meets them continually and sees the change and growth that a few years make in some of them we realize that the task is not hopeless, that motivation of teachers is constantly taking place as they work and that the problem is one of right motivation of the greatest possible number in the shortest time.

If motivation in the last analysis springs from the original emotion or inborn predisposition and acquired dispositions as inborn dispositions modified by experience, it behooves us to consider the material that makes up the great teaching corps in the public schools of this country, as well as the kind and condition of the same when it enters the profession. Studies of teachers show that they come from the working class, from what is often termed the middle class, which means they are brought up in homes with few luxuries, a number of children, ranging usually from two to six, sharing the work and responsibilities of the family early in life, with a rather meagre background in literature, culture and social experience, a fairly firm foundation in traditional worship and a certain stamina or fortitude and perseverance which is acquired from keeping one's nose to the grindstone in early youth.

In the last few years there has been a softening of this picture due to general economic betterment, but the conditions are still comparatively the same. It would seem that we had a more foreign background to our corps of late years. This is true particularly in the East, where immigration from Southern Europe has increased so greatly in the last quarter century. Teachers of American birth of such parentage have the handicap of a partially foreign home on American soil, frequently shut in by many similar homes in one of our so-called foreign quarters. The attending limitations in language, customs and modes of thought must be added in when considering the source and kind of our teaching material.

In no group of people in the world will you find a greater variety. The variety is so great that a basis of division is very difficult, but for the most part they can be divided on two lines, that of permanency and that of professional attitude. Not that there are no graduations running from both ends in each plan of division; but a great block of teachers exist at either end.

We have many men and women coming into the teaching profession with no intention of staying in it. They are using it as a temporary status until they acquire a more desired position. Some critics go so far as to say that all women teachers are in this state the first ten years they teach, but there is not evidence to bear that out. However, this forward look toward another line makes the problem of motivation of these teachers a much more serious one. To get them to put in all they have joyously and intensely while their attention is divided by another life purpose, often seems almost impossible.

The teacher who goes into teaching as a professional life work is motivated, self-motivated by that very fact, and needs only to be awakened to goals and lines of procedure; to possible movements toward permanent interests. The second grouping might be done on the basis of type of mind, the kind of teachers who have a scientific, seeking attitude toward their work, which in no ways lessens their human attractiveness, but leads them to study their purpose in the classroom, their purpose in relation to the individual and the group and reach out continually for effective ways and means to bring it to fruitage; and, on the other hand, that large number who go through the traditional paces neglecting to call on neither pupil nor subject and conscientiously drawing salary as faithful time servers.

In neither of these classifications have I said anything about capacity, for I believe that if our theory of few predispositions is true and with all due allowance for their modification into acquired dispositions with following habit formation, that most young people coming into the teaching world have the capacity, if rightly motivated, to become fairly good teachers. Even with more years of faulty habit fixation, teachers who are not young can be led to make much progress by right motivation.

Many teachers are still untrained. Graduating from high school they go back into the grades to teach under unfavorable conditions of small schools, mixed grade arrangements, in rural districts. The number of children, the variety of ages and subjects make it difficult

for such a teacher to follow any but the question and answer track. The pressure of work is great, their resources small and their realization of actual conditions often unawakened.

The second class are college graduates, most of whom go into secondary schools, knowing the subjects they are to handle but having no scientific training to aid them in the art of teaching. Usually they know little about the history or development of teaching and still work along on the old fallacy that if one knows his subject that teaching of it takes care of itself, a remnant of our faith in magic. These teachers hold the same relation to the high school pupil that the high school graduate untrained holds to the grade pupil.

The third class are normal school trained teachers of two or three years' training. They are more or less selected material having predispositions toward the art of teaching and in the normal school get academic knowledge and scientific training in technique and motivation, stress being laid on the latter and worked out through devices and practice.

The fourth group are graduates of teachers' colleges where added to the training of the normal school is more academic learning and a deeper study into the basic principles of teaching reached through a scientific survey and research method.

The fifth and smallest group are those who, having the training of normal schools and teachers colleges, have the benefit of further study and research under the guidance of College of Education.

In all these groups according to training is the great drawback of inbreeding, the pupils of a system coming back directly as teachers into the same system; the danger from such inbreeding being in proportion to the number and amount of training and experience beyond the teacher's life as a pupil in said system.

As a rule every teaching corps is divided into these five groups, and a careful analysis is necessary to find the number and size of each group with corresponding needs before planning a scheme of motivation.

Just as a person gives expression to his interests, his ideals and his skills in his everyday life so does a teaching body as individuals and as a group, and the dominating characteristics can soon be learned by studying the expressions of the teachers in their work, their professional meetings and their social life. For instance, such characteristics as perseverance, justice, self-control, foresight, co-operation, and reverence, or their lack, show up in the verbal or actual expression of teachers and can be checked up, preferably by the teachers themselves, and traced back to their underlying interests and predispositions. Such a survey is necessary if you are to know your teacher as she is and deal with a living situation, the only possible foundation to real lasting motivation.

Magazines and papers edited and written by teachers themselves are a revelation of teachers' motives, thought and attitudes.

No body of teachers are standing still, and before we attempt to tamper with their movement we must know how they are changing, in what direction and at what rate. Teachers may be slipping backward steadily, rapidly or slowly, while on the other hand they may be growing bigger and better slowly or rapidly, or the corps may be gaining in skill for a while only to lose it again for lack of use. As it pays every teacher to study the progress of a pupil for some time back, in order to see whether he has made steady rapid advance or otherwise before settling on a definite plan of motivation, so it behooves a supervisor or a teacher who is seriously attempting to handle her own case, to study the past professional movement of the individual or group, so as to be conscious of the present tendency to changes, their character and cause. There is no such thing as stagnation with teachers. Its deterioration, often a gentle almost unconscious letting down, may be due to lack of recognition of effort and its attending inspiration. As in the case of children the need of outside approval precedes the self-approval or conscience, and recognition of growth is necessary for its continuance. It would seem as if these are exceptions and many fine teachers continue to grow at a great expense of effort, but if looked into you will find recognition coming from some source, perhaps outside the teaching world. The principle of approval holds true and often accounts for amount and speed of growth.

The school system in most places consists of three parts, the school board or legislative department; the superintendent or executive department; and the teaching body, including teachers, principals and supervisors. The relations of these parts to each other and to the teacher effect the motivation.

[To be continued May 13.]

If we paid no more attention to our plants than we do to our children, we would now be living in a jungle of weeds.—Luther Burbank.

Let's Teach Peace

By KATHERINE D. BLAKE

THE schools have a glorious opportunity to change the present outlook of the world, and build for a better future. Unless the teachers everywhere combine to train their pupils to look forward to, and to work for, the new ideals of world co-operation, there is no hope for anything but a tremulous and impermanent peace filled with the continuous fear of an aggressor.

It was the schools of Germany that so trained the youth of that country that they went shoulder to shoulder, singing into battle, and met death with their song on their lips.

It was the lack of schools in Russia that drove the helplessly ignorant peasants unarmed into the shambles on the western frontier, where the slaughter was greater than anything hitherto known in history.

Upon the schools of today will rest the responsibility for any recurrence of war. If they train with equal vigor for a future with wholesale murder omitted, they will succeed as completely as have the schools of the past succeeded in their ambition to glorify war. This means that there must a radical change in the attitude of teachers toward war. The schools must have a new outlook on life, a co-operative outlook; and devote themselves to building for brotherhood.

It becomes necessary for us to know where stand our present-day leaders of school thought, of religious thought, and of national thought. President Coolidge has given utterance to many strong peace sentiments. One of the best is the following: "The duty and the interest of America alike demand exertion in the cause of peace no less courageous than valor in time of war."

A letter has been sent to some outstanding religious teachers, leaders of thought, and superintendents of school systems, asking for their views with reference to the work of the schools for peace. Because "Thou shall not kill" is the law in all religions, and because religious thought gives rise to the deepest emotions of the mind, I place the replies of the religious leaders first.

The Rev. Dr. John A. Ryan, director of the Social Action Department of the National Catholic Welfare Conference, writes: "The schools of teachers of the world have a unique opportunity to spread a rational gospel of peace and patriotism. They can train the young habitually to regard the members of all nations as brothers, to revere the makers and maintainers of peace as among the greatest benefactors of the race, and to regard with distrust and disapproval all persons who play upon the instincts of national selfishness for the purpose of provoking international misunderstanding. The responsibility of the teaching fraternity is obviously measured by their exceptional opportunity."

Dr. David de Sola Pool, the leading Rabbi of orthodox Judaism in New York City, replies: "One high purpose of education is to change human nature for the better. Though it be primitive nature to fight, it is the function of the teacher to raise the child above the instincts of the wolf, the tiger, or the cobra.

"Many murders which public opinion now outlaws were sanctioned in former days—such as the avenger of blood, public burning at the stake, hanging, drawing and quartering criminals, and the infliction of the death penalty for a large number of offences and crimes. These were the murders of individuals. Surely education can bring our children to at least an equal abhorrence of the infinitely multiplied wickedness of organized murder of masses of men. The finest machinery of international courts and legislation cannot outlaw war unless the teachers train the young into a fervent, steadfast abomination of it."

Dr. S. Parkes Cadman, minister of the Central Congregational Church in Brooklyn, says: "It is of the utmost importance that we should instruct our children concerning the horror and uselessness of war. Those who waged it have often confessed that it is wickedness and insanity." . . . "Let us endeavor to instill minds of reason, of justice and of peace into the rising generation."

Dr. John Haynes Holmes, pastor of the Community Church, New York, responds: "War can be gotten rid of only as other evils such as dueling, piracy, the saloon, have been gotten rid of, by being outlawed as a crime. War can be thus outlawed tomorrow, if our children are trained by their parents and teachers for peace as they are being now trained for war. Let children be taught that war is not glorious but inglorious; not beautiful, but ugly; not heroic, but shameful; not a virtue, but a crime; and the next generation will banish it from the world."

"No one can serve the cause of peace as teachers can. The teacher can help young people to understand the inner truths as well as the outer facts of life. And understanding leads directly to appreciation of the better, and forbearance touching the less good. The task of the teacher is become supremely religious—to bring home to youth the oneness of mankind,

despite myriad diversities, racial, national, religious. No one is worthy to be a teacher of youth who does not hopefully bring the young and growing to the shrines of understanding and peace."—Rabbi Stephen S. Wise, Ph.D., LL.D., of the Free Synagogue.

Statesmen of many nations on New Year's Day sent messages of friendship to America, and the wisest of those whose messages were transmitted agreed that governments alone cannot make permanent peace; it must be the will of the peoples. Fear and hatred are born of ignorance; the schools must train the people to end hates, and begin friendly co-operation. Two of our United States Senators have sent their message directly to the teachers of America—one from a great Western state, and one from the Empire state in the East. The first from Senator Wheeler follows:—

"To the teachers of America:

"Next to the influence of the mother on the character of her children is the influence of the teachers who guide the mental tendencies during the plastic period of youth. You are largely responsible for the ideals entertained by the coming generations.

"If war is to be outlawed as murder and dueling have been outlawed in all civilized nations, the child must be taught to abhor rather than to glorify the pomp and circumstance of battle. War must be robbed of its halo of glory that for centuries has dazzled the mind, and must be shown in all the detailed horrors of devastated homes, ruined cities, mangled forms and grinning skeletons. 'But war is a game which were their subjects wise, kings would not play it.' Teach the young the difference between the grief and devastation of war and the national happiness that comes 'where mild-eyed Peace smiles on a happy world's increases,' and there will be no need for the fife and drum. The cannons will rust on their carriages, and the swords rest secured in their scabbards on the walls as curious relics of a barbarous age."

Dr. Royal S. Copeland, Senator from New York, sounds the message of a true physician: "To my mind war is like an epidemic of disease. We must deal with the plague when it comes. We must guard our homes and communities to prevent the admission of the germs of epidemic disease.

"War is not a thing to be glorified any more than fighting disease is to be glorified.

"Who can doubt that the arts of peace, the inventions for promoting the happiness and the longevity of mankind, mean more, far more to us than all the glories of all the battles of the world."

Perhaps statesmen and the clergy though powerfully swaying the public at large will have less weight with the teachers than will the school superintendents. I place Dr. John H. Finley first because of his varied experience as a teacher, president of the College of the City of New York, and of the University of the State of New York, and Commissioner of Education. Now as editor of the New York Times he has the opportunity to teach a class of more than half a million each morning. This great educator says:—

"It was Sir James Barrie, the creator of Peter Pan, the child who never grew up, and of Sentimental Tommy, who also seemed loath to grow up—having suspicion of what was in store for him—it is this discoverer of perpetual youth, who proposed to the students of St. Andrew's University in Scotland a few years ago a World League of Youth. If the Lord Rector of St. Andrew's, with his practical self and his fanciful self united, were to summon the youth of the world to such an association, the world could well afford to give not merely the meagre amount that Sentimental Tommy's schoolmaster would have given to know what he 'would be ten years from now'; but the whole sum of the inter-allied debts if only it could help the youth of the earth to a better understanding. It will be youth's earth a few years from now, and we must try to prevent in them the stupidity and jealousies and distrust which may even now be leading their elders 'doddering down some brimstone path.'"

Follow here the inspiring words of some of our really great superintendents:—

"Over and over, conventions of teachers pass resolutions advocating the outlawry of offensive war. This is because we are the ones on whom the people impose the duty of upholding the American ideal of man's inalienable right to his life. Savagery says: 'Kill your enemy'; Civilization says: 'Come, let us reason together.'

"Since the world began two forces have been striving for the mastery of man; one enlists instinct, fear, greed, hate, murder, destruction; the other, thinking, reasonableness, generosity, brotherhood, life. There can be no dispute as to which of these forces animates education. There can be no doubt as to which of them claims from us teachers unflinching devotion."—William McAndrew, superintendent of Chicago public schools.

"Education in all lands should lead the youth to recognize those interests which are common to humankind, to magnify the virtues which all men hold in common, to minimize those differences and distinctions which divide, and to interpret the history of race and nation in those terms that are helpful to world progress as well as to national self-respect."—Dr. Payson Smith, State Commissioner of Education for Massachusetts.

"What the world needs to relieve it of hatred and war is an enlightened public and an 'international moral consciousness.' The only way this can be brought about is through the young. Concerted action in the schools of the world stressing programs of the proper type will bring this more quickly and more satisfactorily than any other force or institution. If hatred and contention can be taught, friendship and justice may also be taught."—Augustus O. Thomas, president, World Federation of National Teachers Associations, State Commissioner of Education for Maine.

"Those who are conscious of the grief, uncertainty and apprehension that oppress the world today and are concerned to have painful memories and hopeless foreboding replaced by a sense of confidence in the goodness of God and man, cannot fail to interest themselves in every rational proposal that looks toward the prevention of war.

"To teach the substitution of reason for passion, contentment with moderate material possessions for grasping greed, the cultivation of a spirit of genuine consideration for others for the haughty will to have and to hold for oneself, the submission of controversies to conference and arbitration, and not to a trial of arms; to teach these lessons should be the supreme effort of public education."—Mrs. Susan M. Dorsey, superintendent of schools, Los Angeles, California.

"The Great War has furnished us with indubitable evidence that neither victor nor vanquished can ever hope to profit. It is now obvious that warfare entails both a material and a moral loss to all concerned. While we may have little sympathy with the passivist when under the strain of international conflict, in these days of peace, surrounded by the patent lessons of war, we should endeavor to do something to prevent recurrence, and hand down to our children these lessons that we have learned with so much pain and suffering."—Dr. Frank P. Graves, State Commissioner of Education, and president of the University of the State of New York.

When will the teachers of the world listen to the cry of warsick nations, the call of the leaders of thought, rather than to worn-out traditions, and train their young charges to prepare for the building of a better and nobler world than that which we are presenting to them today? The schools are the only hope of the civilized world. Let teachers everywhere rally to their duty, and end war in a generation.

Things That Endure

By Ted Olson

Honor and truth and manhood—
These are the things that stand,
Though the sneer and jibe of the cynic tribe
Are loud through the width of the land.
The scoffer may lord it an hour on earth,
And a lie may live for a day.
But truth and honor and manly worth
Are things that endure alway.

Courage and toil and service,
Old, yet forever new—
These are the rock that abides the shock
And holds through the storm, flint-true.
Fad and folly, the whims of an hour,
May bicker and rant and shrill;
But the living granite of truth will tower
Long after their rage is still.

Labor and love and virtue—
Time does not dim their glow;
Though the smart may say, in their languid way:
"Oh, we've outgrown all that, you know!"
But a lie, whatever the guise it wears,
Is a lie as it was of yore.
And a truth that has lasted a million years
Is good for a million more!

—Forbes Magazine.

Personal and Professional

SHAILER MATHEWS, dean of Religious Education, University of Chicago, one of the ablest, best known and most highly esteemed university men of the country, has been honored by having his portrait painted by Paul Trebilcock, who recently won the Hearst prize in the exhibit of Chicago art at the Art Institute. Work on the portrait was rushed to have it ready for hanging in time for the dedication, which was regarded as the appropriate time to show the university's regard for Dean Mathews' long service to the Divinity School.

W. H. BIZZELL, president of the University of Oklahoma, is taking important steps to tone up the morale of the student body. He has had a firm hand and genuine common sense by making needed regulations and then requiring that they be lived up to. He has not hesitated to expel students who did not think decent regard for rules and regulations was an important part of a university education.

ALBION W. SMALL, who died recently, was one of the very able men on the faculty of the University of Chicago. He was born in Buckfield, Maine, May 11, 1854. He graduated from Colby College, Waterville, Maine, did extended graduate work in Europe and America. He was on the faculty of Johns Hopkins University before he went to the University of Chicago as head of the department of sociology in 1892. He ranked with the best thinkers on sociology in the country, and was a brilliant champion of his faith in any phase of the subject.

LOUISE CLARK, Santa Rosa, superintendent of Sonoma County, California, issues a course of study that is of exceptional interest. Miss Clark's course of study is mimeographed, is in loose-leaf binder so that it can be modernized easily. The standards of attainment for the eight grades are divided into ten levels. A pupil entering at six and completing the ten levels in ten years will be sixteen by that time, and can have a diploma. Pupils are to begin at the level of their present accomplishment, and the aim will be to take them over their work at their rate of progress. Pupils reaching sixteen years of age and not completing the ten levels can be given a special certificate when the facts in the case show that such pupils should be taking work in high school rather than remaining longer in the elementary school.

There are two general policies in regard to the accelerated pupils. It is not desirable, usually, to graduate children younger than twelve years. If their health, physical development, social development and educational development warrant their leaving the eighth grade at twelve years of age, such pupils may thus complete the standards of attainment in six years, completing the levels in that time. For those for whom it is desirable to spend seven or even eight years in the elementary school, an enriched curriculum will be outlined, giving the teacher an opportunity to find the pupils' interests and allowing these pupils to take as many projects as can be well done considering the maturity of the children.

ALBERT EDMUND BROWN, of the Conservatory of Music, Ithaca, New York, demonstrated his magical leadership of singing with a vast audience at the Washington meeting of the Department of Superintendence. It is high art for anyone to have several thousand, mostly men, sing "Old Folks at Home" as buoyantly and as captivatingly as they do "A Working on the Levee" Mr. Brown is not only a leader of singing but a tactful leader of every audience he has in hand.

J. S. VAUGHN, acting president of the State Teachers College, Durant, Oklahoma, has been exceptionally successful in directing the administrative and professional work of the college this year, while President H. G. Bennett has been at Teachers College, New York, earning his doctorate. It is a great year for both Bennett and Vaughn, and the college has met its responsibilities delightfully.

GEORGE F. JEWETT, creator and principal of Mount Ida School for Girls in Newton, Massachusetts, died suddenly in his schoolhome on April 25. Mr. and Mrs. Jewett made a great success of the school of their creation.

We knew Mr. Jewett first as a student in the Bridgewater State Normal School. He came from farm life on the New Hampshire border of Worcester County. After graduation he went to Louisiana, teaching in one of the leading philanthropically supported negro schools. From there he came to Harvard University.

After graduating from Harvard he was principal of the high school in Putnam, Connecticut, and Youngstown, Ohio. In both positions his success was widely recognized. From Youngstown he started the Mount Ida School, and with Mrs. Jewett as the major factor, developed an institution of distinct personality. The enlargement of the school was one of the notable events in girls' school development.

Glimpses of Old England

By MABEL CARNEY

Secretary of the Department of Rural Education, and professor of rural education at Teachers College, Columbia University, New York City.

I AM writing this on the steamship Appam, to be mailed from Freetown, Sierra Leone, our first "port of call" on the African coast. Since I have not as yet even glimpsed the shores of Africa my discussion obviously cannot deal with things African, but will be confined instead to a brief report of my seventeen days in England.

Nothing could have been nicer than my introduction to England. "Terra firma" of any kind would have appealed to me after eleven days of seasickness and strain on the historic Roosevelt, but to drop down amid the green hills of Devonshire was a delight, indeed.

L. K. Elmhirst, the new English husband of former Mrs. Willard D. Straight, met me at the pier in Plymouth and drove me directly to Totnes, some 35 miles north. Here I made my first contacts with British land organization and village life.

Mr. and Mrs. Elmhirst have just purchased an old feudal estate of 900 acres, which they are now engaged in developing into an attractive home and experimental school.

London, I am confident, is the coldest and most miserable city in the world! Only once during the six days of my stay did the sun peep out, and then for but fifteen or twenty minutes. On Sunday afternoon we were treated to a pea-green fog. This incidentally furnished one of the most amusing touches of my visit.

I had reserved two hours on this particular afternoon for seeing a little of the British Museum. When I arrived, however, I found the whole plant plunged in darkness. Such lights as the place affords are never used on Sundays. So after checking my umbrella by the light of a "truly-rural" old farm lantern I groped upstairs in the owlish darkness. By clinging to stair rails and slinking along walls I managed to get about for a time, but after mistaking nude African figures for perfectly respectable British guides, and addressing several questions to mute Egyptian idols I gave up, and returned to my hotel. This incident provokes a smile when I think of it now, but it was my only chance to see the museum, and at the time I felt quite a little of the irritation which the awkwardness, inconvenience, and poor management of English life so often stirs in Americans.

From London I ran up to Edinburgh, making the trip by night and taking a sleeper—something few British ever do, for the country is so small that all traveling can be done by day. I wanted the experience, however, and it was worth it, for a more quaint contrivance than the English sleeping car it would be difficult to imagine. The British sleeper is a miniature replica of a single cabin on a steamboat.

The primary purpose of my trip north was to meet some of the leading officials in Scottish missionary circles. In the afternoon I talked before an audience of forty "secular educationists" employed in the public schools of Edinburgh and vicinity. Several of these men and women were heads of village high schools, others supervisors or inspectors, and still others directors of teacher-training schools. This group plied me with questions on rural education in America, and seemed deeply interested in all we are trying to do. The Scotch school system is much more like our own than that of England, but I am told that most of the instruction is formal and academic to the extreme.

The Scotch are more like Americans than the English. Just where these resemblances lie—whether in the air and sunshine, in similar conceptions of government and education, or merely in more tasteful homes, neater dressing, and better cooking, I cannot say—but they do exist, and nowhere on my journey have I felt as much at home as in Edinburgh.

The most important event of my stay in England, from a professional point of view, was the opportunity of visiting schools under the direction of the inspector of Secondary and Adult Education for the Yorkshire County Council in the vicinity of Leeds. Here I visited five elementary schools, four high schools, and two normal schools or training colleges. The teacher-training institutions were superior institutions of their type, more thorough and scholarly than our normal colleges, but less practical and effective professionally. Neither had any practice teaching in operation at the time of my visit, and I saw but little class teaching.

The aversion of English teachers for visitors and their skill in avoiding observation are everywhere amazing! Only four times in the eleven schools listed above did I see teaching of any kind. And that calling with an official inspector! Had I been alone I could not even have entered the school.

If requests for seeing class work are advanced they are met with ten and a dozen different excuses, while the real reason—namely, that teachers will brook no interference—is studiously avoided. One gathers the impression in visiting English schools that they are run entirely for the teachers and seldom, if ever, for the children.

Two of the elementary schools I visited were one-teacher rural schools—not of the open country type, for England has none of these—but one-teacher schools in small hamlets. Here, contrary to former impression, I found the situation as bad, if not actually worse, than in our own rural schools. Buildings and equipment were both pitiful. Each school was housed in a dreary stone structure, centuries old, which seemed never to have felt a ray of sunlight or warmth since the beginning of time. Window space was extremely inadequate and poorly placed; walls, dark, dirty, and dingy; floors indescribable; and ventilation as bad as in the worst of our own. Such heat as was provided —the temperature in all the schools I saw ranged from 54 to 65—came from a single fireplace burning soft coal, which may have toasted the teacher comfortably enough, but must have utterly congealed the small mites on the far side of the room. Blackboards were almost entirely lacking, the only provision made consisting of a small piece of slated board about 3 by 5 feet, mounted on an easel near the teacher. The seats were old double benches, something like our 1850 models, but far more ancient. In one school utterly without backs of any kind.

Textbooks used in all the elementary schools I saw were atrocious. But the very worst feature of these small elementary schools is that they commonly admit children at three years of age, and then notwithstanding their wretched seating and lack of primary equipment make little or no adjustment in a 9 to 4 o'clock day.

High schools in England are vastly better than elementary schools. The reason for this lies in the fundamental British idea of class distinction. The state-supported elementary schools are open to all children, whereas secondary education is available only for a more select group who have passed rather stringent examinations of an academic type, and then been fortunate enough to find openings in the inadequate secondary system. This means that secondary teachers are dealing constantly with a selected group of abstract thinkers chosen because of their aptitude in the one type of education the average English high school or college chooses to offer. Such a selection, together with the exacting requirements of secondary teachers, has produced a high standard of scholarship and given rise to the thoroughly deserved reputation of English high schools for better scholarship than ours. I cannot speak of their teaching at first hand, however, for I heard not a word of actual instruction in any of the four high schools visited. Buildings and equipment were vastly better than for the elementary schools, and the teaching was equally superior.

Newspapers were alive during my few days in England with the speeches of Lloyd George and his program for agricultural improvement. Summarized in a sentence, this program would induce England to raise more of her own food supply, and make economic and living conditions for working farmers or "cultivators" such that they will want to remain on the soil. A program very similar to our own, but vastly more difficult because of the feudal system which still obtains throughout rural England and the centuries and centuries of tradition behind everything in this age-old land. Britain's war losses in shipping, trade and industry, and her consequent dilemma of unemployment have given point to much of Mr. Lloyd George's talk, and thoughtful people of all parties are beginning to listen to him.

Personally, I should say from the little I saw that he is "dead right" on his agricultural policy whatever the personal motives behind his onslaughts may be. To have thirty-five million people crowded upon an area of 58,000 square miles (approximately equal to Illinois), and then find them devoting much of this limited space to large, unfarmed, hereditary estates is truly appalling. Worse still is the fact that even the few agricultural activities pursued are developed with but half-hearted earnestness and efficiency.

The milk supply of England is outrageous—meagre, dirty, dangerous, and abominably handled. Cows are kept in dark, unventilated, old stone barns; milking is done and milk cared for under most primitive and unsanitary conditions; and then peddled about the streets and sold loose from large cans and dippers. As a result of this shortage and poor quality, perhaps as a cause of it rather, children generally do not begin to drink milk as in America. Thousands never taste it, and this probably accounts for the fact that most of the school children seemed at least two years below ours in size and development. Yet with all this England as a whole is admirably suited to dairying, and with her green grass all the year round could easily supply her own markets and quite outstrip the Danes in milk, butter and cheese.

The chief outstanding impression an American gains upon entering England or any other European country for the first time is that of age. To stand in the room where Sir Francis Drake planned his attack on the Invincible Armada, or prowl about a city so old that history has no record of its origin is a new experience to one accustomed to think in terms of 1620. Following this comes the sense of overcrowding. The whole problem of England seems to be that of over-population—having too many people and too little work. Especially prominent also to an untraveled American are the sharp distinctions of class.

It is often said that we have class distinctions at home, but we certainly have nothing to equal the blank fatalistic acceptance of place and rank. Before going far the visitor is sure to be irritated also by the exteme inconvenience of British life. All vehicles turn to the left instead of the right, houses are wretchedly planned, labor-saving devices are unknown; plumbing is a joke, heating a farce, and efficiency in general a foreign and unknown term. One wonders at times how a people who make such a mess of things at home can rule half the world. But the answer, of course, is to be found in the statement that "the English, in spite of their shortcomings, are a truly great race, and politically (though not socially) the most democratic people on earth." Finally comes the impression that England is a man's country--planned, ordered and run for the comfort and convenience of men, and not for women and children. "Women and children first" may be the British rule of the sea under extreme emergency, but in plain every-day life it is men first every time.

Let me not give the idea that I do not admire the English, for I most certainly and emphatically do. All that Walter Hines Page says of their good qualities is true. And what they have suffered and endured through the recent war we light-hearted, greatly-blessed, unthinking Americans will never fully appreciate. Still they are "a queer lot" when you run into a whole nation of them, and I am only trying to give those who have never been abroad a little of the feeling one gets in straying into their realm for the first time.

We Americans, and especially those of us in rural education, need more contact with Europe. To see even one of these old countries for but a few days gives a wholly new perspective and appreciation of both the Old World and the New, and especially of the United States, whose opportunities and joys are so wonderful in the present and whose destinies and obligations are sure to be so great in the future.

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Character Chats

Fifth Installment of a Week-by-Week Feature Which Is Attracting Wide Attention

By JOSEPH B. EGAN, A. M.

THE AUTHOR TELLS HOW HIS TEACHERS USE "CHARACTER CHATS"

Following the brief devotional exercises with which the school day is opened, the teacher reads one of these stories aloud to the class. Then, without comment, the teacher retires from desk or platform, while one of the pupils who has previously been appointed "judge" steps forward and asks what the class thinks about the story. In the ensuing discussion many different ideas are likely to be expressed. When the time is up, the "judge" renders a snap decision as to which boy or girl has given the best interpretation, and that pupil automatically becomes "judge" for the next day.

Handled in this way the "Character Chats" become the pupils' own possession. The 12-minute period assigned to the exercise passes pleasantly and pupils look forward to the next one with eager interest.

The teacher should let the pupils "have it out" among themselves. Unless her opinion is directly asked, she may well remain in the background. I cannot too greatly emphasize the importance of this point. No matter how much better the teacher could explain the message, she should let the class do the talking. Make it their affair and they will profit by it.—J. B. E.

"Character Chats" are being successfully utilized in the fourth and all higher grades through the ninth, or the junior high school.

Any teacher having a particular character problem upon which Mr. Egan's help is desired, is invited to communicate with him, in care of the Journal of Education, 6 Beacon Street, Boston. He will be glad to write a special story which will be printed in this department. Bring your troubles to Mr. Egan!

Planning Our Houses

NOT far from where I live a young couple are building a cozy little home. Every evening the two of them walk up the hill together to see what has been accomplished during the day. I love to watch them standing close together talking and planning and, I have no doubt, dreaming of the lovely things they are going to put into this house. I am sure that not one ugly detail is included in the plan, for when people build a house they build something in which they take pride, and no one takes pride in ugliness.

Now, each one of us, is building, every day, the palace of his body for his soul to live in. What rare and beautiful palaces these bodies are! What windows they have through which the soul can look out onto the lovely world around it! What wonderful openings they have through which the soul can hear the words of other souls, the song of birds, the rushing of the wind, the music made by other spirits on instruments of wood and metal! What strange palaces, too, that have the power to change their location, carrying the soul about, down into the deep valleys and up to the sunlit, wind-swept heights.

What gorgeous rooms are hidden away within the spacious brain, lecture halls where the soul speaks to the clay that builds the palace walls; telephone rooms where the nerves report their messages to the mind; libraries where knowledge is carefully tabulated to serve the needs of memory every moment of the day; galleries where beautiful memories and lovely thoughts glimmer and glow in the golden light that filters down from God.

Now, girls and boys, these temples of the soul are just what we make them, beautiful or ugly, serviceable or useless, inviting or repelling. Little narrow souls make little narrow temples where beauty is seldom allowed to enter.

Great, spacious souls make great, spacious temples where beauty and strength are built into every detail of the structure.

Let us, therefore, come like the young couple every morning and every evening to where our palace is building and plan for our soul's comfort, plan for spacious halls and lovely arches and dear, sweet memories and cheerfulness, and let us, also, dream of lovely things with which to decorate it. If we plan well enough and dream hard enough all our plans will come true, and our palace will be a dwelling in which we will find comfort, built in the very centre of a neighborhood of loving friends.

Butterflies

ONE day a boy came into the office holding a beautiful monarch butterfly in his fingers. He was a very kind and gentle boy, for he held the captive wings so tenderly that he did not harm them in the least. "We want to know what we ought to do with him," he said, as he approached me.

"Where did you get him?" I inquired.

"Raised him," he said. "He came right out of a cocoon we had in a box in our room."

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As he spoke the butterfly struggled vainly to free himself.

"He has never seen the outdoors," I said. "I suggest that your teacher take the whole class into the hall. Open the window, and let the butterfly sail out into the world where he belongs."

After he had gone, I pictured in my mind's eye the open window, the eager faces of the children, the struggling butterfly, and then two opening fingers. Then I saw the butterfly, free as a cloud, and lovely as a flower, drift away over the gray tops of houses to sunny fields beyond.

We all live in a box with an earthen floor and a roof of blue sky studded sometimes with jewels where the stars are. This box is just full of little cocoons, each bearing its secret pair of golden wings. Hour by hour these cocoons open and little opportunities come out, try their strong wings and, unless we watch them, flit silently away, never to return.

I wonder who can make the longest list of opportunities that come to light between the opening and the closing of any school day?

The Poisonous Weed

TWO evil spirits once sat on a cloud looking down on the earth as it spun beneath them. They were very fierce-looking and very serious, for they had been badly beaten several hours before.

Finally one of the evil spirits laughed loudly and slapped his leg, and said: "Brother devil, I have it. I have just thought up a scheme to forward the evil work that we are doing. Let us go down to a certain house in the city where lives a friend of ours. Then I shall show both you and him how to carry out the devil's work among the children of men."

So down flew the evil spirits, and when they had come to their friend in the city the fierce devil sat by his ear and whispered:—

"Search out, friend, the leaf of a certain plant. Be sure you get the right one, for it has poison in it that kills the body of man. When you have found it, dry it and cut it into fine pieces. Sprinkle the mass with opium. This will dull the senses of man and make him your slave forever. Sprinkle the mass also with glycerine. This, when burned, will produce a terrible gas, named furfural, which slows down the heart and paralyzes his lungs, but will help to hold the mass together and keep it moist. Now sprinkle saltpetre over the whole. This will help the mass to burn and produce a gas which will pucker up the skin of man's mouth and throat.

"Now, when you have done all these things, separate this mass of deadly poisons into little bits and roll each bit in a piece of decorated paper. Do this neatly to hide the deadly poisons held within. Behold, you will then have a little cylinder of slow death. Now, hand this cylinder to some healthy boy, and watch what happens."

At that the fierce devil laughed as hard as he could and slapped his leg, and the horrible roaring that he made was heard in heaven and the angels trembled.

The friend of the devil did as he was told. He worked long and hard and at last held in his fingers many of the little cylinders of slow death. How beautiful they looked in their gold-tipped paper wrappings. What deadly poisons they held within them.

Then the friend of the devil went out and found a heathy boy and handed him a cylinder of slow death.

"Take it," said he. "It will make a man of you."

And the boy took it and put it in his mouth, and the devil lighted it with a little flame out of hell, and the eighteen deadly poisons crept into the boy's soul with the smoke, slowing down his heart, stunting his growth, filling his lungs with soot, weakening his will, enfeebling his mind, ruining his stomach and enslaving his soul forever.

And the fierce devils shouted with laughter, and the good God looked down with sorrow on His little children as they breathed in the poisons of the devil.

And what about the friend of the devil? "Oh, he got rich and fat, and hired great artists to work for him making big pictures of the cylinders of slow death."

A Fairy Who Would Not Keep Clean

THERE was once a little fairy who would not keep herself clean. She lived around the tangled roots of a very old tree where some people found crocuses if they arrived on the scene too suddenly. The queen of the fairies was beautifully clean herself. Her little silver crown shone like a star flower in the grass, and her cheeks were polished as brightly as the top of a coral-colored mushroom. She loved clean things about her so well that she gave her thistledown cloak a dew bath every night and spread it out on the steeplebrush to dry with the sweetness of the night air in every fold of it. No wonder, then, that she looked with horror on the dirty little fairy and refused to let her come near her throne. "Go away," she would say. "Don't you know that the dew falls every evening? Isn't the spring sparkling under the long ferns? Go

away until you have cleaned yourself." But the dirty fairy paid no attention to the queen. In fact she took just a little pride in being different in this way. At last the queen grew so angry that she called the dirty fairy before her and said: "I banish you for a month and a day. If you learn to be clean in that time return to us; if not, let me never see your face again." The dirty fairy departed sadly and slowly. She never dreamed the queen would be so hard on her. She wondered what she would do for a living; where she would sleep, and how she would spend her time. Afar off in the distance was a great green mountain that the dirty fairy knew was another oak tree. Rumors had come into the queen's country, now and then, which pictured it as flat and covered with grass and rich in all the things fairies love to have. "I shall go to that distant tree," said the dirty fairy, and off she went as fast as she could. When noon came she grew hungry, so she stopped under the green leaves of a rose-bush, and said meekly: "Friend rose spirit, may I have some of the golden pollen in your roses; I am hungry." The rose spirit turned twenty lovely rose eyes down on her and each rose eye grew wider and wider with astonishment at what it saw. "A dirty little fairy," cried the rose-spirit. "O dear, O dear, whoever heard of such a thing. Go right away. You mustn't touch one of my beautiful clean petals." So the dirty fairy went on until she came to the nest of a bumblebee hidden away at the foot of a daisy plant. The bumblebee sat in front of his nest all dressed up in his gorgeous plush pants and his yellow waistcoat. He had been washing his face first with one foreleg and then with the other until his cheeks shone like finest silk. "Please, sir," said the dirty fairy, "may I have a bite of your honey?" The bumblebee looked at the fairy and his ten thousand eyes grew hard and stern. "I have no honey for dirty people," he said. "I wash my own face and comb my hair between jobs, and I see no reason why I should work for those who don't. Get out of here or I'll bunt you well." The dirty fairy ran off and came, by and by, to an ant hill. "Oh, little ants," she cried, "I'm hungry. I know you won't mind my dirt, for you live right in the earth all the time yourselves." "What in the world is she talking about?" said fifty ants all together. "Because we live in the earth she thinks we are dirty. Why, we wash and scrub ourselves a hundred times each day," and at that the fifty ants began to wet their forelegs and clean their faces just like little kittens do. "O dear," cried the dirty fairy. "Even the ants wash themselves. I guess I'll go back to the fairy queen and promise never to be dirty again." On the way back the dirty fairy came to a little brook. She waded right in and began to wash herself. Just then a little human peeped around a tree and saw her and the fairy had to turn at once into some other thing, for you know fairies never can be seen by humans.

Without having time to think the dirty fairy turned into a water lily.

"Oh, see the water lily," cried the little human. "Can I pick it, mother?"

Another bigger human nodded her head, and the little human reached out and broke off the water lily.

"Oh, see," cried the little human, "the water lily has tears in its big eye."

Sure enough, there were two big pearls of tears in the golden centre of the water lily.

Spring in the Spirit World

IT is May today, and you and I have spring with us in our lives again. There is spring wherever we look. It is down there with the spirits of the flowers, working a pattern of leaf and petal to beautify the spots blessed with the flowers' presence. It is up there on the bough of the elm tree where the spirit of the bird is singing a sweet melody at the day's dawning. It is in the sky above us where the clouds are as fleecy as newly carded wool and where a new lustre, rich with the violet of the flower beside the rock, spreads an arch of cheerfulness above the earth. It is there where the brook, casting off its stiff winter garments of ice, flows merrily around its ledges to join the sea.

We have spring with us in so many ways that even our own hearts respond to it. Have we spring also in our souls? Is there a new springing up of noble thoughts; a blossoming out of lovely deeds; a bursting forth of happy words; a beaming of pleasant glances from our eyes; a thinking of kindly things about our neighbor?

The careful gardener is joyful these days of the new spring. He takes his rake and his hoe and clears his garden of last year's rubbish; he throws away the trash and cuts down the old growth. He loves his little flower friends so much that he wishes them to find their home all swept and dusted when they come up out of the earth to move into it.

Are we also happy gardeners of our souls? Are we raking and hoeing all the fertile places? Are we casting out our evil thoughts and destroying all signs of uncleanness of the soul?

Since we have spring with us in the great world without, ought we not to have spring with us also in the great spirit world within?

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TREND OF THE TIMES

Marked Progress in War Debt Funding

The latter end of April might well have been called "foreign debt week." In that period Congress ratified the terms of war debt settlements, negotiated last year with six European countries.. These were the agreements with Italy, Belgium, Czechoslovakia, Esthonia, Latvia and Rumania, involving approximately $2,170,000,000 in original debt amounts without interest. Annual payments extend over a period of sixty-two years in each case, with interest rates varying from ⅛ of one per cent. to 3½ per cent. The climax of "foreign debt week" came when Ambassador Beranger and the American Debt Commission signed an agreement for the funding of the French wartime debt. To become finally binding the compact must be ratified by French and American legislative bodies. The French debt today is about $4,000,000,000 and will be paid in sixty-two years. The ban that the Administration had placed on private loans to France until the war debt should be funded is expected to remain in force at least until the French Senate and Chamber of Deputies take favorable action on the new compact. With the agreement on the French debt the American commission has cleaned up all but a few of the obligations held by the United States, the remaining ones, of minor importance from the viewpoint of money value, being with Russia, Austria, Yugoslavia, Greece and Armenia. These debts total less than three per cent. of the $10,000,000,000 loaned to Europe by the United States.

How Government Uses Money

The story of where the Government's money comes from and where it goes, in terms of the average dollar, was revealed in estimates for 1927, submitted by the Budget Bureau. The leading sources of revenue are the income and profits tax, 49.16 cents; miscellaneous internal revenue, 22.85 cents; customs revenue, 14.43 cents. The government spends 22.75 cents as interest on public debts; 16.55 cents for military pensions, retirement pay, annuities, World War allowances and life insurance claims; 16.32 for national defence. Ten and a half cents are spent by the Veteran's Bureau, 9.94 cents by the War Department, including Panama Canal, .01 cent by the Executive office, .46 cent by the legislative establishment, and .71 cents by the Post Office Department for deficiency in postal revenues.

Wants Amendment To Forbid War

Senator Frazier, North Dakota, insurgent Republican, has presented in the Senate a proposed constitutional amendment to make all war illegal. His plan would forbid all appropriations for war purposes and is apparently without a loophole for defence in event of attack from without. "War for any purpose shall be illegal," the resolution stated, "and the United States shall not prepare for, engage in, or raise funds for any armed conflict." The resolution was referred to the judiciary committee.

Carry Explosives Without Injury

The American Railway Association announced recently that American and Canadian railroads during 1925 handled more than 500,000,000 pounds of commercial explosives—approximately 375,000 car loads—without death or injury to a single person. Explosions of toy torpedoes, the association's bureau of explosives said, were responsible for twenty-four of twenty-six accidents in transporting fireworks, none of which, however, proved fatal or injurious. Only thirteen were killed and fifty-seven injured, the bureau asserted, in the railroad's handling of millions of pounds of acids, inflammable liquids, compressed gases, poisonous liquid and similar articles. Ten of these deaths and fifteen of the injuries were due to explosions of gasoline, and the bureau added: "One-half the deaths and more than one-half of the injuries due to such accidents were the direct consequences of trespassers entering empty tank cars."

Would Drain Lake In Seeking Treasures

One of the many plans before the Italian Minister of Public Instruction for the recovery of two famous Roman imperial galleys lying at the bottom of Lake Nemi provides for the draining of the lake. It is proposed to dig a tunnel in the side of the extinct volcano of which Lake Nemi is the crater, thus emptying the lake and making the recovery of the ships possible. This is considered the only feasible plan, as the ships lie at a depth of 300 or more feet below the surface. To retrieve these galleys has been the dream of archaeologists for many years. Plans for recovering the ships were made as long ago as the fifteenth century. Leonardo da Vinci worked on this problem, but all to no avail. The galleys are believed to be filled with the choicest and richest Roman art treasures.

Rum Seizures Void Beyond 3-Mile Limit

In a decision made public recently by the United States Circuit Court of Appeals in New York City, this country was denied the right to seize alien rum ships beyond the three-mile limit. In presenting its opinion the court declared that the making of treaties with foreign countries does not extend the territorial jurisdiction of the United States. The opinion, written by Judge Charles H. Hough and concurred in by Judges Martin T. Manton and Henry W. Rogers, dismisses the libels and releases from seizure the British steamship Diamantina and the Norwegian steamer Sagatind. Just what effect this decision will have on business in Rum Row is a matter upon which the government officials are speculating. United States Attorney Buckner has advised Attorney General Sargent to appeal the question at issue to the United States Supreme Court.

Radio Parish is Organized in Maine

Resigning as pastor of the Advent Christian Church, the Rev. Howard O. Hough of Portland, Maine, was installed as pastor of an undenominational radio church on Sunday, April 18. The first services were broadcast on that day from station WCSH with representatives of nine denominations present. The Rev. Mr. Hough has been broadcasting a weekly service since November, and because of the responses received he decided to devote his entire time to a radio church. The distinction of being pastor of the first radio church is disputed by Rev. John W. Stockwell of Philadelphia, former Portland resident, who claims he surrendered the pastorate of a church there September 20, 1925, to devote all his time to broadcasting sermons through station WCAU of Philadelphia. The title of the first non-sectarian radio church in the country has been used by himself since November 23, 1925, Mr. Stockwell declared. Mr. Hough admitted he did not know of the existence of the Philadelphia "radio minister."

Will Hays on Movie Admission

Will H. Hays, "czar" of the country's film industry, in a recent address in New York City declared that 6,760,000,000 tickets are sold for the "movies" in the United States every year. That would mean, he explained, that every man, woman and child saw more than sixty-seven films shown during the year, or one and one-third every week. Mr. Hayes also stressed the educational value of the films, the fact that they advertise the United States to the world at large, and their importance in keeping small-town life abreast of metropolitan trends.

Coolidge Starts Voting Movement

With the unwillingness of citizens to accept their responsibilities as the chief topic of consideration at conferences throughout the country for several months, more than ordinary significance has been attached to President Coolidge's recent address before the convention of the Daughters of the American Revolution. He declared that the whole system of the government rests on the ballot box, and that a grave danger lurks in the growing tendency of citizens to remain away from the polls. Political circles interpreted his remarks as the beginning of a drive to get the stay-at-homes to the polls in the elections next fall. Only 53.7 per cent. of the legal voters went to the polls in the last presidential election, and seventeen states, practically all in the South, showed an aggregate decline in popular vote of 587,000.

Sends Check By Radio

A check for $1,000 transmitted photographically by radio recently from London to New York, drawn by General J. G. Harbord, in favor of the Radio Corporation of America, of which he is president, was cashed by the Banker's Trust Company of New York City within twenty minutes from the time it was transmitted in London. The only delay was in securing a necessary endorsement.

Memorials to American War Dead Abroad

With funds already made available by Congress totaling $1,300,000, and authorization for the expenditure of a maximum sum of $3,000,000, the American Battle Monuments Commission, headed by General John J. Pershing, is about to set fourteen of America's best known architects to work on designing the monuments and chapels to be constructed in the cemeteries of the American military dead in France, Belgium and England. The plans of the commission call for completion of its ambitious program of improvements by November 11, 1928, the tenth anniversary of the signing of the armistice. There are six American cemeteries in France and one each in Belgium and England containing 30,405 bodies. Figures show that 45,214 bodies were returned to the United States.

Raw Silk Cargoes Run Into Millions

Silk cargoes with values running into war-debt figures have been moving from the Far East to Atlantic seaboard manufacturing centres. In two weeks this year more than $29,000,000 worth of this commodity was unloaded in Seattle, Wash., and dispatched east by express trains. In 1925 Seattle was the port of entry for $230,000,000 worth. It is handled with a care scarcely less than that shown in the transportation of gold. The silk trade can brook no delay either on water or land because of high insurance rates and quickly mounting interest charges. Once the bales of silk reach port, they are transferred to paper-lined baggage cars and sent eastward with express train speed. Usually silk shipments are large enough to make up special trains, which stop only to change engines, but if not sufficiently bulky the shipments go in baggage cars attached to limited passenger trains.

Stokowski Satirizes Philadelpia Audience

Leopold Stokowski "turned on the audience" at a recent Friday afternoon's performance of the Philadelphia Orchestra, and, playing his entire program upon the taut strings of satire and irony, "spanked" those of the Friday crowds who, it is said, have earned a "notorious reputation" for coming in late and leaving early. The curtain rose on two players. Mr. Stokowski appeared, and raising his baton started the concert. The other players drifted in nonchalantly, sat down and broke in on the music. The last selection witnessed the exodus of the players in the same manner. The last musician bowed graciously to the director, and left the stage empty except for Mr. Stokowski, who kept up his "direction" to the end. The final slap came when, standing alone, he turned his back to the audience and, with the familiar gesture, ordered his phanton orchestra to rise to the audience's applause. The director turned, smiled and left the stage. The audience was amazed and dumbfounded. Many applauded the leader's satire, but some were not so pleased with it and hissed. Forty first-row patrons walked out.

Persia Puts Crown On Ex-Stable Boy

Rising from stable boy and trooper in the Persian Cossacks to the position of dictator, Reza Khan Phelevi has now been made Shah of Persia. The coronation took place on April 25. It was followed by a week of festivities comprising for the most part the ancient customs of Persia. A modern feature, however, was injected into the celebration in the opening of a new wireless station. The Shah, wearing the royal mantle, entered the coronation hall amid scenes of Oriental splendor and took his seat on the Peacock throne. After a blessing and a prayer the Perlevi crown was presented to Reza Khan, which he placed on his own head. Teheran was beautifully decorated for the occasion. Thousands from all parts of the country flocked to the city bringing valuable presents. A three-day public holiday was proclaimed and all the foreign legations arranged brilliant receptions.

Tobacco is one of the principal products of Persia, the annual production being estimated at 23,000,000 pounds.

The first frame house erected in the city of Portland, Ore., was manufactured in the state of Maine, taken in a ship, in pieces, around Cape Horn, and set up in Portland in 1847.

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EDUCATION IN ACTION

College Students Drinking Less

Dr. Alfred Stearns, headmaster of Philips Andover Academy, finds as the result of queries he sent out that there is less drinking in schools and colleges today than heretofore, but what is drunk is more injurious. This is the consensus among heads of a dozen or more colleges in New England and New York. "The result of my query shows that all the colleges, with the exception of one, report less drinking among students than ever before," Dr. Stearns declared. "But they also agree that the effect on an individual may be worse than formerly because of the inferior quality of the stuff he gets."

Debate League Ends Schedule

Harvard, winning five debates and losing one, has captured first place in the final standings in the Eastern Intercollegiate Debate League. Dartmouth, Brown and Yale share second place, each having won four debates and lost two. Pennsylvania and Williams have third honors with three victories and three defeats. Princeton, Wesleyan and Amherst trail with one successful encounter and five defeats.

Cushing Academy Head to Retire

After thirty-nine years of service Dr. Hervey S. Cowell will be retired in June as principal of Cushing Academy when he will become principal emeritus of the school. Dr. Cowell will be succeeded by James Wilson Vose, at present principal of the Drury high school of North Adams, and son of the principal of Cushing who preceded Dr. Cowell. Mr. Vose graduated from Cushing under Dr. Cowell in the class of 1899, and from Williams College in 1903.

Chicago Pupils Meet Unusual Test

To learn how well the elementary school teachers of Chicago are succeeding at their tasks a random "sampling" of eighth-grade pupils was examined in public by seven appraisers drawn from the City Postoffice, Association of Commerce, and various civic clubs. One appraiser examined their clothes, teeth, hair and general presentability. Another tested them in the use of common tools by asking them to repair a window screen. They were asked to look up the life of John Quincy Adams and thus demonstrate their knowledge of the use of reference devices. Other tests included adding up bank deposit slips, ability in penmanship, drawing, art appreciation, composition, literary taste, good manners, and knowledge of music, history, civics and safety methods. The appraisers and audience reported that the pupils performed very satisfactorily. The children examined had been under the direction of trained teachers, and were the product of city schools.

American Academy Shows Growth

The annual report of the American Academy in Rome, which gives a finishing educational touch to students in the fine arts, including architecture, classical subjects, archaeology and musical composition, was issued recently. Registration for the year showed a total of 105 students, against ninety for the preceding year. Receipts for the year were $97,550; disbursements, $85,305. The balance sheet shows assets of $2,012,770. Endowment funds amount to $1,991,171. John Russell Pope has been elected a trustee as successor to the late Breck Trowbridge. Howard Harkness Flagler has been elected to the Academy Council.

Plans High School Of Ethical Culture

The Society for Ethical Culture has announced that it would build a $1,000,000 suburban high school in the northern part of New York City. The present school of the society is overwhelmed by the number of students in attendance. This school will continue to be used for grades up to and including the sixth, but the pupils of the grades above that will go to the new school when it has been completed. Robert D. Kohn, architect and president of the society, in announcing the plans revealed that the general scheme of arrangement would be based on the idea of grouping the various related subjects together in small individual buildings, thus reproducing the simple atmosphere of the small country school. He added that "because the standards of the school enable it to draw students from the wealthy, and because of our fixed policy that always one-third of the entire attendance shall be composed of free pupils drawn from sources requiring scholarship funds, we believe the school will actually be the most democratic educational institution in New York."

Mexico Issues Rules For Private Schools

New rules for private schools in Mexico have been made public by the Secretary of Education in Mexico City. Picture painting or anything that would indicate religious ideas is prohibited. The schools are forbidden to have communication with any buildings dedicated to religious uses. Each pupil must have one square meter of floor space. The schools must have room for gymnastics. The directors of schools may not be ministers or priests of any religion and are forbidden to teach religious subjects. The schools may not mention anything religious, including names of saints.

The opening of the Junior College at Fairbury, Nebraska, has been postponed by the Board of Education until September, 1927, as the state's attorney has ruled that tuition cannot be collected from students under twenty-one years of age. Corrective legislation will be sought.

Just off the Press

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Cigarettes Taxed to Aid Education

Four great buildings of South Dakota educational institutions are to be built with money "contributed" by the cigarette smokers of the state. The first of the buildings will be a library at the South Dakota Agricultural College at Brookings to cost about $200,000. The State Legislature in 1925 created a fund from the tax on cigarettes sold in the state, this fund to provide the money for the four buildings. Other buildings to be erected, as soon as there is sufficient money in the cigarette fund, are: Classroom and gymnasium building at the State Normal School at Aberdeen, to cost $200,000; gymnasium and auditorium at the State School of Mines at Rapid City, to cost $100,000; armory and gymnasium at the University of South Dakota at Vermilion, to cost $250,000. By the time the building program is completed the cigarette smokers of the state will have contributed a total of $750,000 for educational buildings.

Superintendent William McAndrew says that more than half of the seventh and eighth grades in Chicago schools are 100 per cent. perfect. Of the 273 elementary schools 144 had "wholesale perfection."

Maximilian's Books Open to Public

The library of the University of California contains 5,000 volumes once the property of Emperor Maximilian, Archduke of Austria, who ruled in Mexico City from 1864 to 1867. Students are permitted to take these rare books out of the building and the general public has the privilege of reading them on the campus. After Maximilian's death the library reached the hands of Don Jose Maria Andrade, a famous collector. At an auction in Leipzig, Germany, in 1869, Hubert Howe Bancroft, the historian, purchased them and in 1901 the entire Bancroft library came into the possession of the university.

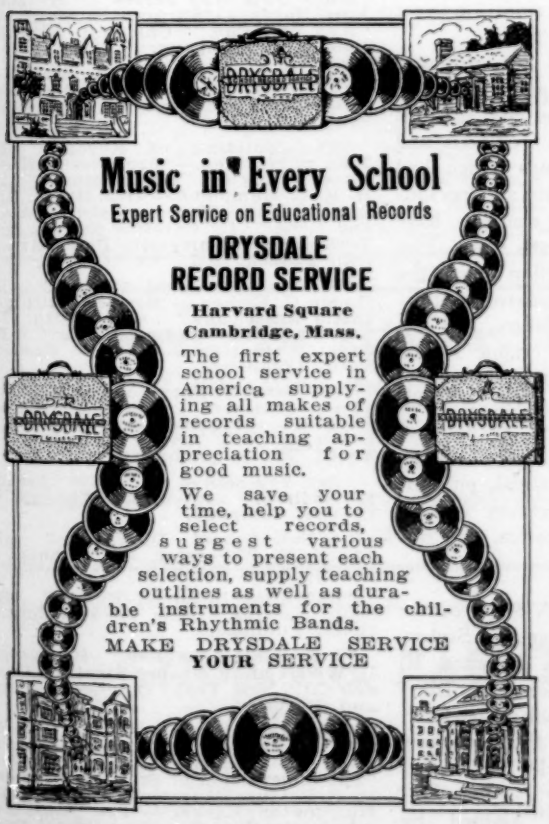
Home Classes For Immigrant Women

As part of the education extension movement in Pennsylvania, 26,615 legally employed minors last year attended classes in night elementary and high schools and in English and citizenship schools in the state. The enrollment of adults was 33,347. A definite program has been planned this year to reach immigrant women, and arrangements have been made for home classes for them in sixty-four cities and boroughs.

Urge Fellowships For Latin Americans

A report of a committee of the American Association of University Professors recommends that a fellowship for Latin American students be established in every accredited institution of higher learning in the United States. The committee chairman, Professor L. S. Rowe, director general of the Pan American Union at Washington, declared that American colleges and universities are offering to Europeans and Orientals about 115 fellowships covering approximately all living expenses, while only three or four such fellowships are now available to Latin Americans. The committee also advocates more extensive exchange of professors in order that leading thinkers and scientists of each country may become "known and appreciated" through the "interchange of persons who at least can read a lecture in the language of their audience."

Three hundred forty-one boys' high school basket ball teams were the guests of the University of Nebraska at Lincoln March 11 to 13, in the world's greatest basket ball tournament. More than 3,000 boys and their coaches were there.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The BOOK TABLE

WORCESTER'S NEW SCHOOL DICTIONARY OF THE ENGLISH LANGUAGE. Philadelphia: J. B. Lippincott Company. Cloth. 390 pages.

Forty years ago Joseph E. Worcester, LL.D., challenged all other creators of dictionaries, both unabridged and school editions. He was a conscientious crusader for certain linguistic principles, and we recall with intense interest the disciples of Noah Webster and Joseph Worcester, and there were universities that would accept the spelling of one and not of the other.

I wonder if any one else will be as interested as I am in Worcester's *"Traveler* or *Traveller"* and Webster's *"Traveller* or *Traveler."* In the early days Webster would never allow "Traveler" and Worcester would never consent to "Traveller." Now their successors are content to give their spelling first place and allow the other's spelling to tag on behind. Those were interesting days when one's scholastic recognition depended upon the way he wrote that word. No such distinction interests any one now, but the publishers have only one mission in making a school dictionary, namely, how to find a paper thin enough and strong enough to make an Unabridged Dictionary with every word in common use and twenty-three other treatises of words, phrases, ancient and modern, and other ingenious functionings of a school dictionary, and the Lippincotts certainly challenge all rivals.

LETTERS FROM FAMOUS PEOPLE. By Sharpless Dobson Green. Cloth. 355 pages. New York, Chicago, San Francisco and Boston: The Gregg Publishing Company.

Of the vast number of books that come to our desk none has been quite as unique, important and interesting as "Letters From Famous People," letters written by three hundred prominent people to the principal of the Trenton, New Jersey, high school to be read to the four hundred boys and girls in the commercial department.

The principal was so impressed with the value of these letters that he wrote each person for the privilege of using them. They are certainly of inestimable value.

Take, for example, this letter written by Calvin Coolidge, President of the United States, to a high school class with no suspicion that it was to be printed:—

"I have your kind letter of the 9th. The course provided by the Trenton Senior High School can give a knowledge of the fundamental laws upon which business and commerce are based. This, however, is not all, for business training should afford not only a method of gaining a livelihood, but a knowledge of how to live. We need not only to be familiar with the laws which govern commerce, but with the ideals of business conduct as well. The future will bring opportunities for sacrifice as well as opportunities for acquisition and there must be the spirit of service if there is to be real success.

"Calvin Coolidge."

THE POLITICAL CONSEQUENCES OF THE REFORMATION. Studies in Sixteenth-Century Political Thought. By R. H. Murray, M.A., Litt.D. Cloth. 300 pages. Boston: Little, Brown and Company.

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DEADWOOD GOLD. A Story of the Black Hills. By George W. Stokes, in Collaboration with Howard R. Driggs. Cloth. Elaborately Illustrated. 175 pages. Yonkers-on-Hudson, New York, and 2126 Prairie avenue, Chicago: World Book Company.

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Books Received

"The First Grade Manual for the Child's Own Way Series." By Marjorie Hardy. —"Surprise Stories," and "Wag and Puff." Chicago: Wheeler Publishing Company.

The Weber-Koch-Moran Series of Arithmetics. Books One, Two, and Three. Philadelphia: Christopher Sower Company.

"The Building of Europe." By John S. Hoyland.—"Progressive Exercises in English Composition." By H. E. L. Hammond.—"Our Minds and Our Bodies." By John Laird.—"Atala and René." By Caroline Stuart. New York: Oxford University Press, American Branch.

"Stories of Animal Village." By Emma C. Richey.—"Better Health for Little Americans." By Edith W. Lawson.—"The Hygienic Pig." By Janet Field Heath. Chicago: Beckley Cardy Company.

"Permanent Play Materials for Young Children." By Charlotte G. Garrison.— "Elementary School Supervision." By Arthur S. Gist. New York: Charles Scribner's Sons.

"Can You Solve It?" By Arthur Hirschberg. New York: Thomas Y. Crowell Company.

"A New School Dictionary." By Joseph E. Worcester. Philadephia: J. B. Lippincott Company.

"Education in Soviet Russia." By Scott Nearing. New York: International Publishers.

"A Manual of English." By George B. Woods and Clarence Stratton. Garden City, New York: Doubleday, Page and Company.

"Biology in the Secondary Schools and the Training of Biology Teachers." By Charles William Finley.—"The Supervision of Student-Teachers in Religious Education." By Faye Huntington Klyver.—"The Business Administration of a City School System." By Harry Pearse Smith.—"Legislative Control of the Elementary Curriculum." By Jesse Knowlton Flanders. New York: Teachers College, Columbia University.

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A judge, not having enough evidence to convict a negro of stealing a watch, said: "Rastus, you are acquitted."

Rastus—"Ah's what?"

Judge—"You are acquitted."

Rastus—"Does dat mean dat Ah heve tuh give de watch back?"—Everybody's Magazine.

Add Dress

Mr. Dubleigh—"Is Miss Jones at home?"

Maid—"Sorry, sir, but Miss Jones is in negligee at present."

Dubleigh—"That's too bad. When will she be back?"

Damper

"Robert," said a teacher in one of the public schools to her brightest pupil, "give me an example of the use of the word damper in a sentence."

Robert thought a moment, then delivered himself of the following:—

"Teacher is damper-ticular about our English."

In History

Teacher—"When I was your age I could name the kings backwards and forwards."

Pupil—"Oh, I don't doubt it, miss, when you were my age there wasn't so many kings."—Irish Times Weekly.

Father Gets Cynical

"Pa, what's an adage?"

"An adage, my son, is an epigrammatic sophistry composed for the purpose of preventing one from doing something he wants to do, or inducing him to do something he doesn't."—Boston Transcript.

Stricken Dumb

"You say Cohen was so badly injured that he lost his speech?"

"Yes, both his arms were broken."

Expressive

Little Arthur, when asked if he would like to stay with his grandmother a few days, answered decidedly: "No, because grandma is too full of don'ts."

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It is essential if student government is to succeed, that student officers be brought to realize that they are representatives of the student body, chosen to serve the interests of the school, delegated with a trust. It is equally important that pupils be taught to weigh the qualifications of candidates in choosing officers and representatives and that they recognize their officers and representatives as leaders and as entitled to support and assistance in all efforts to promote the welfare of the school. When such matters are understood by boys and girls, it will be seen that the judgment and care they exercise in elections and the extent to which they cooperate with student officials in the discharge of duties will compare favorably with the action of adults in similar situations.

In the schools in which student participation has not succeeded—and the number of such schools is not small—the failures have usually been due to one or more of the following causes: (1) Substitution of pupil repression for teacher repression; (2) lack of pupil demand for a voice in the management of school activities; (3) absence of preparatory work before the introduction of the plan; (4) overconfidence in a particular form of organization; (5) antagonism, indifference, and misunderstanding on the part of teachers; (6) evaluating the product or measuring the results of student participation by a false standard, namely, by the effect of the plan upon discipline (an incidental end) instead of by the effect upon citizenship (the true objective).

Student participation in school government is sound in theory and, where wisely inaugurated and guided, has proved effective in practice. That we learn to do by doing, is a principle that has long had universal acceptance. On such justification the shop has its place in the teaching of manual arts, the laboratory its place in the teaching of science. For like reasons student participation in the management of school activities occupies an important part in all effective plans for training in citizenship.

[From article by Professor Hill of Chicago University.]

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Meetings To Be Held

MAY.

3-8: National Congress of Parents and Teachers, Atlanta, Ga. Mrs. A. H. Reeve, Ambler, Pa.

17-22: National League of Nursing Education, Atlantic City, N. J. Carrie M. Hall, Peter Bent Brigham Hospital, Boston, Mass.

17: National Organizations for Public Health Nursing, Atlantic City, N. J. Theresa Kraker, 370 7th avenue, New York, N. Y.

17-22: American Child Health Association, Atlantic City, N. J. Herbert Hoover, U. S. Department of Commerce, Washington, D. C.

17-22: American Health Congress, Atlantic City, N. J. National Health Council, 370 Seventh Avenue, New York City.

18-21: National Association of Public School Business Officials, Toronto, Canada. E. M. Brown, Board of Education, St. Louis, Mo.

26-June 2: National Conference of Social Work, Cleveland, Ohio. Gertrude Vaile, Ithaca, N. Y.

JUNE.

3-5: Associated Harvard Clubs, Chicago, Ill., William Thomas, 315 Montgomery street, San Francisco, California.

21-24: Ohio State Teachers' Association, at Cedar Point. Frank E. Reynolds, secretary-treasurer, 428 Chamber of Commerce Building, Columbus.

27-July 2: American Classical League, Philadelphia, Pa. Andrew F. West, Princeton, N. J.

28-July 2: American Home Economics Association, Minneapolis, Minn. Marie Sayles, 1123 East Kearsley Street, Flint, Michigan.

27-July 2: National Education Association, Philadelphia, Pa. Mary McSkimmon, Pierce School, Brookline, Mass.

28-July 2: National League of Teachers' Associations, Philadelphia, Pa. Harriet E. Scofield, 3017 Park Avenue, Minneapolis, Minn.

JULY.

1-2: National Association of Visiting Teachers, Philadelphia, Pa. Edith M. Everett, 1421 Race street, Philadelphia, Pa.

5-8: Music Teachers Association of California, San Diego, C. C. Dras, 438 Music-Art Building, Los Angeles.

28-29-30: National Association of Teachers in Colored Schools, Hot Springs, Ark. W. W. Landers, Charleston, W. Va.

28-30: National Association of Teachers in Colored Schools, Hot Springs, Ark. R. S. Grossley, State College for Colored Students, Dover, Del.

SEPTEMBER

7-8: Mathematical Association of America, Columbus, Ohio. W. D. Cairns, Oberlin College, Oberlin, Ohio.

10: Massachusetts State Normal School Teachers, Bridgewater.

OCTOBER.

7-9: Division Meetings of Minnesota Educational Association, at Winona, Mankato, Moorhead, Crookston, Virginia, Bemidji, St. Cloud. H. C. Bell, president.

12-15: Wyoming State Teachers Association, Casper. J. C. Knode, Laramie.

21-23: Indiana State Teachers Association, B. J. Burris, secretary, Muncie, Indiana.

21-23: West Tennessee Education Association, Memphis. O. H. Jones, secretary, State Teachers College, Normal, Tenn.

25-27: Association of American Medical Colleges, Cleveland, Ohio. Fred C. Zapffe, 3431 Lexington street, Chicago, Ill.

25-28: National League of Compulsory Education Officials, Nashville, Tenn. John A. Parker, 63 Pynchon street, Springfield, Mass.

27-29: Washington Education Association, Spokane and Seattle. W. H. Grayam, Puyallup.

28-29: Illinois State School Board Association, Belleville. Mrs. G. A. Stover, secretary, Oak Park, Ill.

28-29-30: West Virginia State Education Association, Clarksburg, W. Va., W. W. Trent, secretary, Elkins, W. Va.

28-29-30: Rhode Island Institute of Instruction, Providence. Clara E. Craig, secretary, Providence.

NOVEMBER.

1-6: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

1-6: Association of Urban Universities, Brown University. Dr. W. M. Lewis, secretary, George Washington University, Washington, D. C.

4-6: Minnesota Education Association, St. Paul. H. C. Bell, president.

4-5: Iowa Association of Teachers of English, Des Moines. A. Starbuck, secretary. State Teachers College, Ames, Iowa.

4-5-6: Iowa State Home Economics Association, Des Moines. Lillian G. Orr, Sioux City, Iowa.

4-5-6: Kansas State Teachers Association, Topeka, Hutchinson, Hays and Chanute. A. J. Stout, Topeka, Kansas.

4-5-6: Wisconsin Teachers Association, Milwaukee.

4-6: Association of American Universities, Evanston, Ill. A. H. Lloyd, University of Michigan, Ann Arbor, Michigan.

5-6: Pennsylvania Association of Deans and Advisers of Women, Harris Hotel, Harrisburg. Laura H. Carnell, secretary, Temple University, Philadelphia, Pa.

9: Women's Educational and Industrial Union, Perkins Hall, 264 Boylston street, Boston. Margaret McGill, secretary, Boston.

10-13: Missouri State Teachers Association, Kansas City, Dr. E. L. Hendricks, president, Central Missouri Teachers College, Warrensburg..

10-13: Missouri Society of Teachers of History and Government. Edgar B. Wesley, secretary, University City, Mo.

11-13: Arkansas State Teachers Association, Little Rock. Ury McKenzie, Hot Springs.

11-13: Association of Urban Universities, Providence, R. I. W. H. P. Faunce, Brown University, Providence, R. I.

12-13: Colorado Education Association, Denver, Grand Junction, Pueblo, H. B. Smith, secretary, 520 Commonwealth Building, Denver.

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